

NORTH MYRTLE BEACH ELEMENTARY

1283 Highway 57 South
Little River, South Carolina

Grades	2-3 Elementary School	
Enrollment	700 Students	
Principal	Vicki C. Underwood	843-399-8800
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Good	At-Risk
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

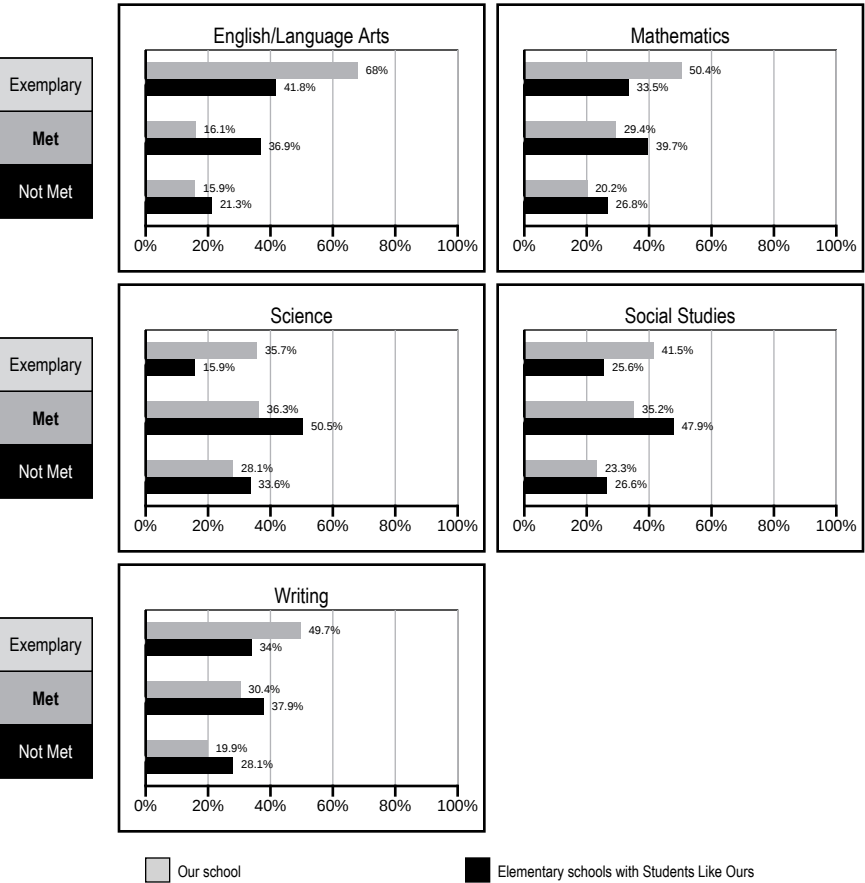
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
10	28	73	1	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=700)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.4%	Down from 1.5%	1.1%	1.2%
Attendance rate	95.0%	Down from 95.4%	96.0%	96.1%
Eligible for gifted and talented	11.5%	Up from 9.3%	12.2%	11.7%
With disabilities other than speech	9.6%	Down from 9.7%	8.5%	8.0%
Older than usual for grade	0.4%	Up from 0.1%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Up from 0.3%	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	55.6%	Up from 54.2%	59.3%	60.5%
Continuing contract teachers	95.6%	Up from 83.3%	84.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.8%	Up from 88.2%	88.6%	87.0%
Teacher attendance rate	95.0%	Down from 95.6%	95.4%	95.4%
Average teacher salary*	\$53,630	Down 0.4%	\$47,075	\$47,288
Professional development days/teacher	14.7 days	Down from 20.7 days	10.0 days	10.5 days
School				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 20.0 to 1	19.5 to 1	19.2 to 1
Prime instructional time	88.1%	Up from 87.3%	90.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,554	Down 1.1%	\$7,281	\$7,548
Percent of expenditures for instruction**	68.6%	Up from 68.5%	67.4%	68.7%
Percent of expenditures for teacher salaries**	63.6%	Up from 48.8%	64.4%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

North Myrtle Beach Elementary is a wonderful community school with a rich heritage of parental involvement and community support. We believe that all students can learn if they are provided with caring, highly-qualified teachers and a safe, engaging learning environment.

School-wide instructional initiatives for the 2009-10 school year included: professional development for small group intensive reading intervention for strategic and intensive students, effective math instruction, continued implementation of literacy workstations, the Imagine It Phonics Program, note-booking in Science and Social Studies, Brain Boosters, a core Imagine It Reading Program was implemented for second grade, and the use of the MAP data and Oral Reading Fluency data was utilized to differentiate instruction for all students. MAP assessments are used to identify students' strengths and weaknesses in reading, language, and mathematics.

Civic, personal, and social responsibilities were taught through classroom guidance lessons: Lifeskill Leaders, and Say No to Bullying Programs. Our Kiwanis Kid's Club led our school in a can food drive in which we collected over 4200 cans of food for Helping Hand and ABC's Extreme Makeover. Our students participated in a "Change for Charities Campaign" to support the American Cancer Society and the March of Dimes. Students also collected soft drink tabs to support funding for the Ronald McDonald House. Our Eco- Kids planted flowers around the school. Our art department sponsored "Hands for Haiti" in which third grade students painted murals which incorporated the third grade art standards. These murals were then auctioned to raise money for the Eden Garden Orphanage in Haiti.

The success of any school requires the support of an active PTO, faithful volunteers, generous business partners, and involved parents. The PTO sponsored many programs including a Holiday Bazaar, catalog and cookie dough fund raisers, a Sun Fun Spring Fling and a faculty basketball game. The PTO raised more than \$18,000. PTO collections were used to purchase school yearbooks, incentives for positive behavior, an academic planner for every student, a laminator, a DVD burner, 24 new Ellison Die cutters, playground equipment for all classes, and picnic tables. PTO also provided funds for special area teachers to purchase materials to support Physical Education and the fine arts curricula. We were fortunate to have over 35 local business partners who provided incentives for students and staff members. Over 258 faithful volunteers devoted time in our school. These individuals served as mentors and tutors, read with students, worked in the school office and media center, chaperoned study trips, assisted teachers, and worked during field day events and other school-wide activities.

We look forward to an exciting and successful 2010-2011 school year. Our major emphasis will include a focus on balanced literacy, school safety, mathematics, differentiated instruction for all students, and technology integration.

Vicki Underwood, Principal

Margaret Owens, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	324	171
Percent satisfied with learning environment	97.3%	86.2%	92.9%
Percent satisfied with social and physical environment	94.4%	84.5%	94.2%
Percent satisfied with school-home relations	91.9%	87.6%	91.1%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.0%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	378	99.7	15.7	16.6	67.7	94	85.4	83.5	Yes	Yes
Gender										
Male	199	99.5	17.2	17.8	65	93.3	82	80.1	N/A	N/A
Female	179	100	14.1	15.3	70.6	94.7	88.8	87	N/A	N/A
Racial/Ethnic Group										
White	236	100	8.1	14.9	77	96.8	89.5	89.6	Yes	Yes
African American	106	100	35.4	21.9	42.7	86.5	73.7	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.7	92.7	I/S	I/S
Hispanic	26	100	8.3	16.7	75	100	82.1	79.6	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	81.5	85.1	I/S	I/S
Disability Status										
Disabled	56	100	56.9	17.6	25.5	70.6	58.2	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	20.8	16.7	62.5	91.7	80.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	259	100	21.4	20.1	58.5	91.9	80.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	378	100	20.3	29.7	50	87.7	84.2	80.4	Yes	Yes
Gender										
Male	199	100	18.9	32.2	48.9	88.3	82.2	78.4	N/A	N/A
Female	179	100	21.8	27.1	51.2	87.1	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	236	100	9.9	28.8	61.3	94.6	89.5	87.8	Yes	Yes
African American	106	100	45.8	29.2	25	70.8	69.8	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	26	100	16.7	37.5	45.8	87.5	78.3	78.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	82.7	83.2	I/S	I/S
Disability Status										
Disabled	56	100	56.9	29.4	13.7	58.8	53.9	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	25	37.5	37.5	83.3	78.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	259	100	27.4	32.9	39.7	83.3	78.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	187	100	27.6	36.8	35.6	72.4	71.8	67.3
Gender								
Male	98	100	25.8	34.8	39.3	74.2	71.7	66.9
Female	89	100	29.4	38.8	31.8	70.6	71.9	67.7
Racial/Ethnic Group								
White	133	100	18.8	37.5	43.8	81.3	80.4	79.6
African American	42	100	61.1	27.8	11.1	38.9	48.8	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	81.9	84.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	61.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	80	69.5
Disability Status								
Disabled	21	100	70	10	20	30	37.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	59.1	58.6
Socio-Economic Status								
Subsidized meals	120	100	35.8	40.4	23.9	64.2	63	55.4

Social Studies

All Students	194	100	23.5	35.8	40.8	76.5	75.3	70.9
Gender								
Male	104	100	21.3	37.2	41.5	78.7	74.2	70.1
Female	90	100	25.9	34.1	40	74.1	76.5	71.7
Racial/Ethnic Group								
White	106	100	11.3	35.1	53.6	88.7	80.5	79.2
African American	64	100	45	33.3	21.7	55	59.7	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.9	86.8
Hispanic	18	100	23.5	41.2	35.3	76.5	74	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	66	71.2
Disability Status								
Disabled	38	100	50	29.4	20.6	50	43.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	15	100	28.6	50	21.4	71.4	72.8	68
Socio-Economic Status								
Subsidized meals	142	100	30.5	38.3	31.3	69.5	68	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	380	99.2	19.9	30.4	49.7	80.1	76.8	72.1	95	95.8
Gender										
Male	198	98.5	23.6	33.1	43.3	76.4	69.9	65.2	95.1	95.7
Female	182	100	16.1	27.6	56.3	83.9	83.9	79.2	94.9	95.8
Racial/Ethnic Group										
White	239	98.7	12	27.6	60.4	88	83.2	80.8	94.2	95.5
African American	106	100	41.1	35.8	23.2	58.9	59.2	59.7	96.4	96.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.2	87	95.4	96.9
Hispanic	26	100	16.7	41.7	41.7	83.3	69.7	64.6	96.3	96.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	70.6	73.4	94.8	94.1
Disability Status										
Disabled	57	94.7	53.1	28.6	18.4	46.9	34.3	27.7	94.2	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	21.7	39.1	39.1	78.3	67.2	63.7	96.6	96.7
Socio-Economic Status										
Subsidized meals	259	98.8	26.3	34.3	39.4	73.7	68.9	61.9	94.8	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	354	100	17.4	34.8	47.9	82.6
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	378	99.7	15.7	16.6	67.7	84.3
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	354	100	31.7	36	32.3	68.3
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	378	100	20.3	29.7	50	79.7
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	178	100	32.9	49.7	17.4	67.1
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	187	100	27.6	36.8	35.6	72.4
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	176	100	24.2	37.3	38.5	75.8
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	194	100	23.5	35.8	40.8	76.5
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	349	99.4	23.6	29.3	47.1	76.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	380	99.2	19.9	30.4	49.7	80.1
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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